# *Ongoing Assessment and Child Documentation of Preschool Children*

Sally Reed Crawford

Indiana Department of Education Resource Network (IRN)

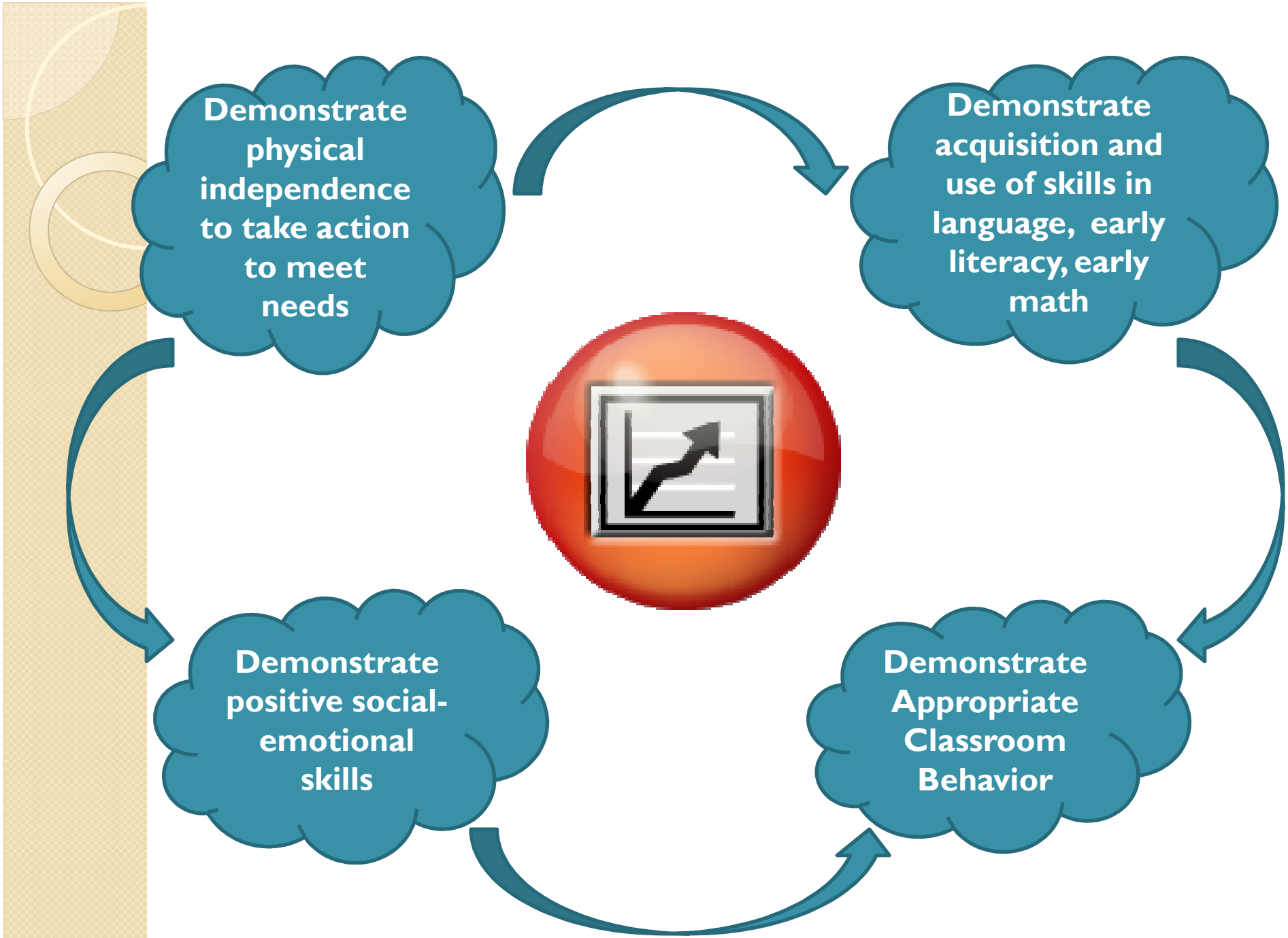
Effective Evaluation Resource Center

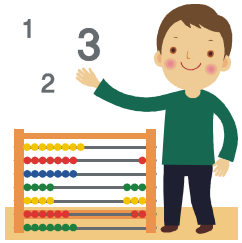
# Learning Objectives

1. Identify role of the preschool special education teacher
2. Clarify definitions of assessment, evidence, progress monitoring, and evaluation
3. Increase knowledge of accurate observations
4. Increase knowledge of effective documentation strategies
5. Increase knowledge of intentional lesson plan development
6. Increase knowledge of utilizing an ***observation-documentation system*** to use child data more effectively

The purpose of all early childhood programs is to

***Improve Child Outcomes***


Demonstrate physical independence to take action to meet needs
Demonstrate acquisition and use of skills in language, early literacy, early math
Demonstrate positive social-emotional skills
Demonstrate Appropriate Classroom Behavior



**Goals embedded into intentional lesson plan**

**Responsive adults facilitate child engagement**

**Regular Child progress monitoring & collaboration**

**New goals, new interventions**

# Assessment for Young Children Defined

- Assessment = Assessment is the process of gathering information about children from several forms of **evidence**, over time; then organizing and interpreting that information.

- Evidence = ***a sign or indication of proof of something***

**NAEYC, 2004**

- Authentic Assessment = the systematic recording of development over time of the naturally occurring and useful behaviors of young children during typical daily routines by familiar and knowledgeable caregivers.

From Bagnato & Yeh Ho, 2006

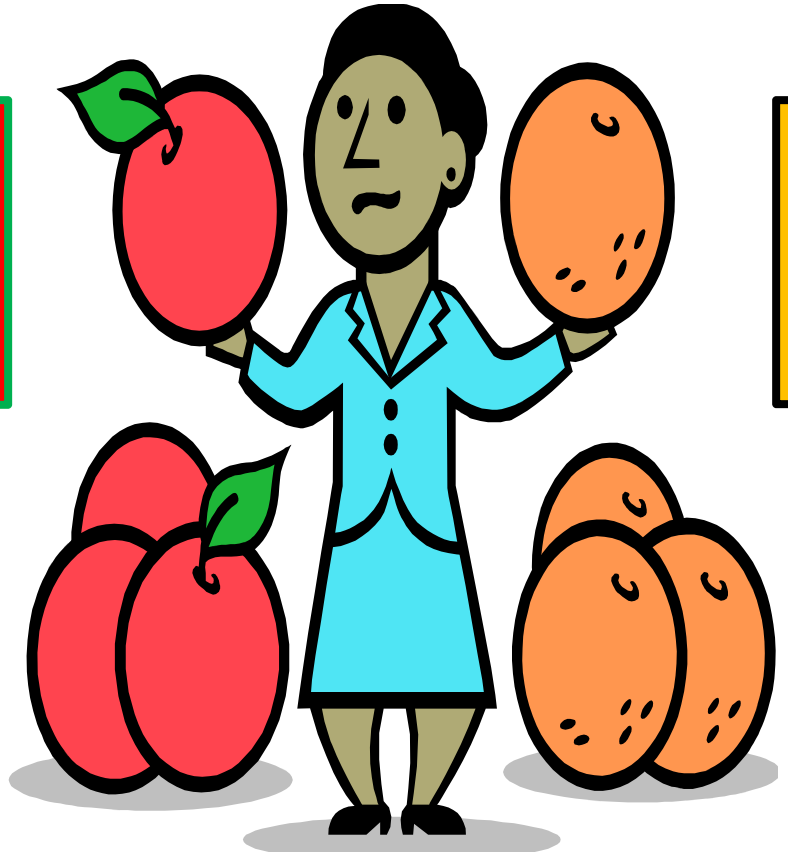
- Progress Monitoring = scientifically-based practice (**child documentation**) used to assess students performance and to evaluate the effectiveness of instruction OVER TIME!

➢ *Progress Monitoring is a way of helping a student learn and the teacher teach.*

*K. Lane, "Student Progress Monitoring: What This Means for Your Child",* National Center on Student Progress Monitoring; www.studentprogressmonitoring.org

# Assessment vs. Evaluation

**Assessment = Ongoing process of gathering information**

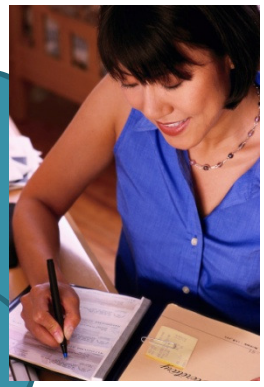


**Evaluation = Interpretation of gathered information**

# Accurate Assessment of a young child = *Authentic Assessment*

**Ongoing Observation**

**Regular Documentation**



**Team input**

**Criterion-based tools with equitable content**

# Accurate observations provides child data of

- Child developmental skills,
- Children's interests,
- How children use materials and use adults,
- What strategies children use to attain their goals,
- What skills children need to practice,
- Children's personalities and learning style.

# Objective Observations are

Factual

Descriptions of actions, communication, choices

Without interpretation

What do you want to know?

How many observations are needed to determine child mastery?

How much time do you have to observe?

# Documentation 101

Rating Scales

Checklists

Anecdotal Notes

Samples of children's work – video, audio, photos, writing

Family Input

Participation Charts

www.doe.in.gov
ISTEP+ ISTAR-KR

# Child Observation

# Reflection Experience 1

1. What did you learn about the children your observed?

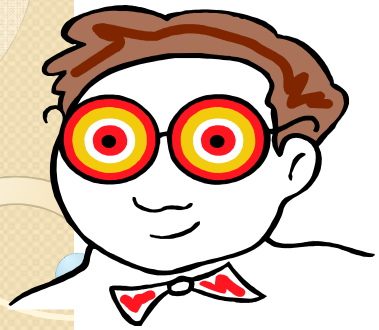
2. Using a scale between 0 - 3, with 3 being most objective, how would you rate yourself on objectivity?

3. If you rated yourself below a 3, give one improvement activity you would implement to improve your objectivity.

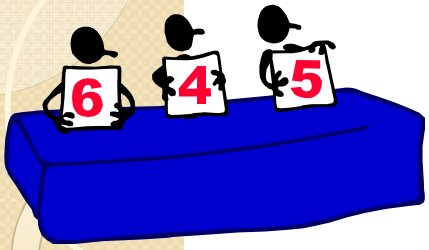
# Child Observation

# Reflection Experience 2

1. What was different this time you observed?
2. How did the focus of a specific developmental area change what you recorded?
3. Did the focus of a developmental area make recording your observations more efficient? Why? or Why not?
4. Was your observation objective or did you interpret what you observed?



When we focus our observations on particular skill groups, and use documentation tools aligned to the assessment, the accuracy of documentation can be enhanced.

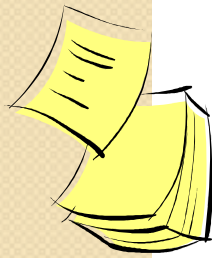



# Using child data improves decision-making to

- Complete an assessment instrument
- Determine effectiveness of intervention/instruction
- Collaborate meaningfully with family members and colleagues
- Develop new goals
- Develop intentional lesson plan to focus child observations
- Plan an engaging and stimulating learning environment

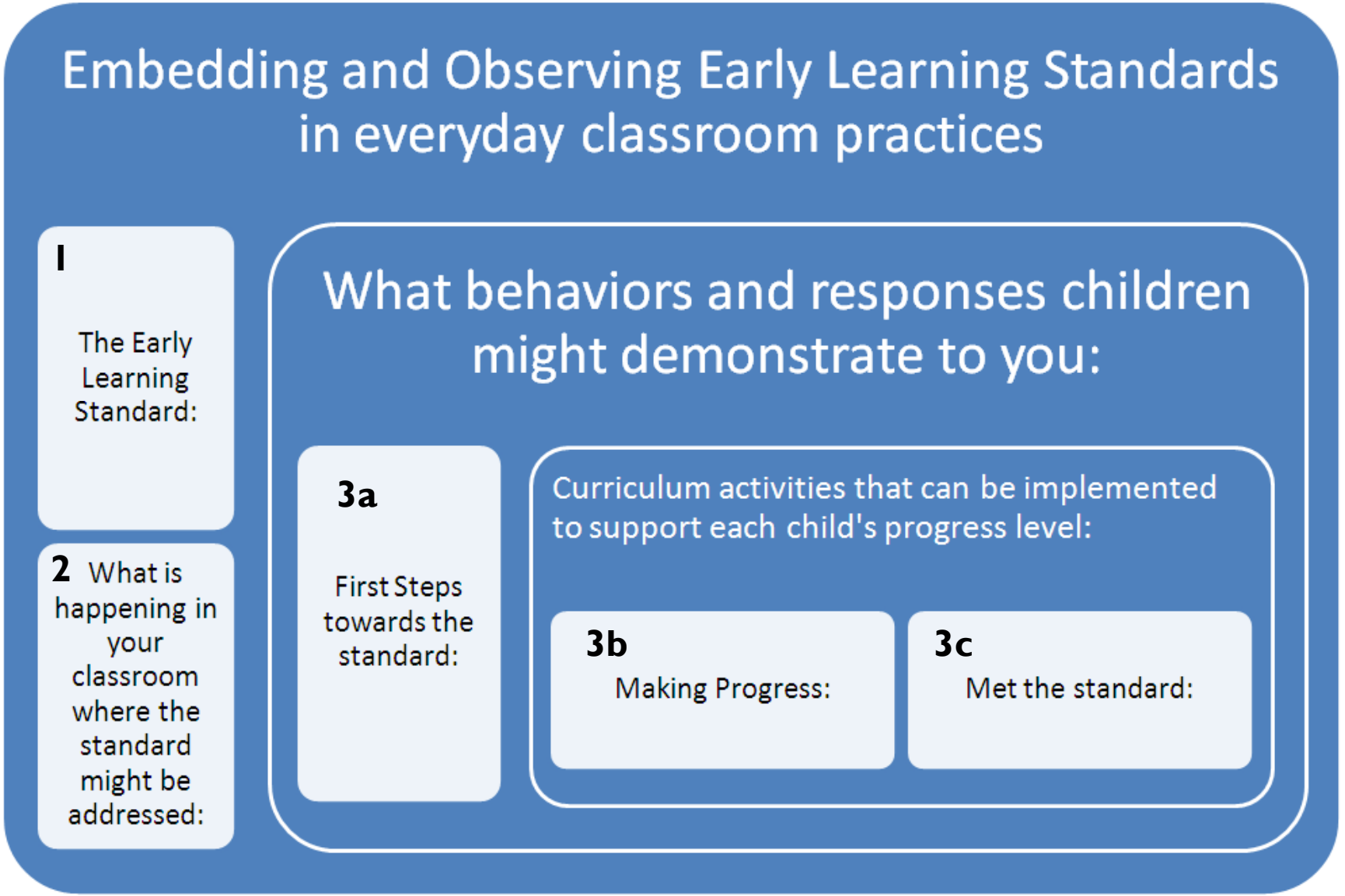
**We observe to gather evidence, we document to remember accurately, then we evaluate data.**

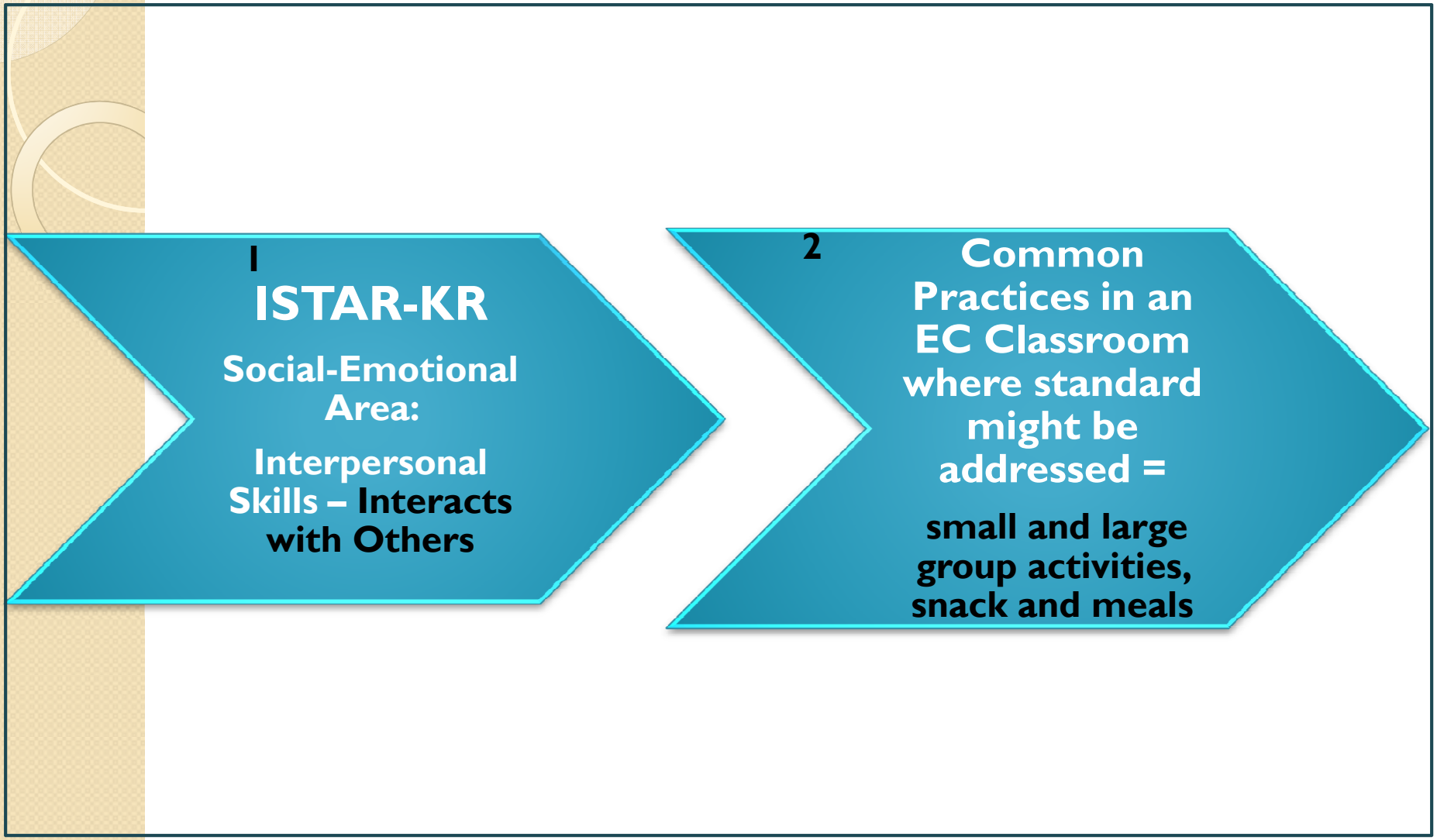
**Data Evaluation = Think accurately about a child and plan more effectively for new learning**



istar-KR kindergarten readiness

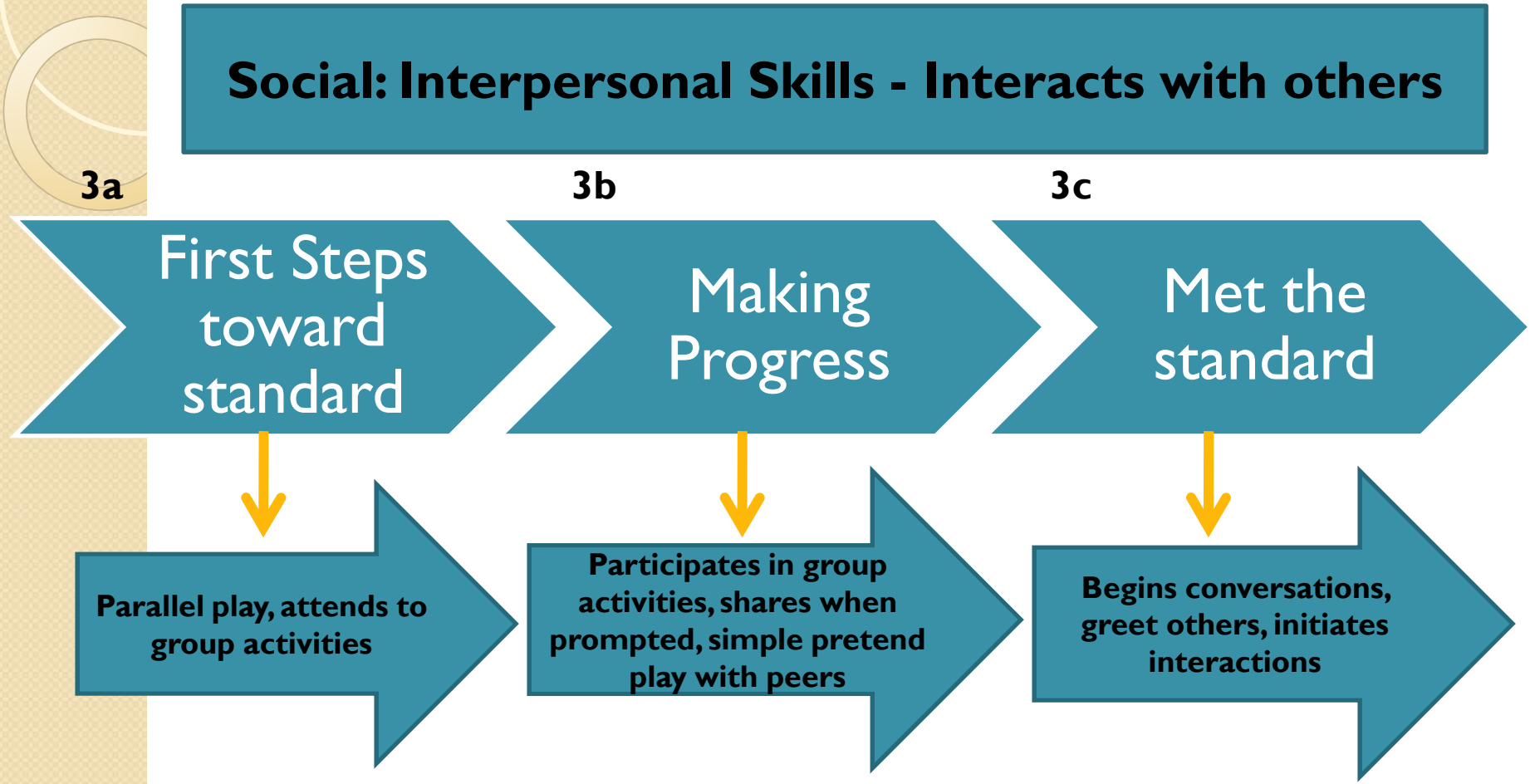
**Adapted from *Make Early Learning Standards Come Alive: Connecting Practice and Curriculum to State Guidelines* by Gaye Gronlund, 2006**






(adapted from Gronlund, Making Early Learning Standards Come Alive: Connecting Your Practice and Curriculum to State Guidelines, 2006)

# What do the steps of progress look like?




Adapted from *Make Early Learning Standards Come Alive: Connecting Practice and Curriculum to State Guidelines* by Gaye Gronlund, 2006

# *Think and Plan* with early learning standards/performance indicators in mind

"In order to meet the skill/standard of ____,

**we** *[do/provide/encourage]* **this** *[activity]*" ___.

***Example***:

To meet the standard of **measurement**…*we provide roads, ramps, balls, cars, marbles in the Block Center.*

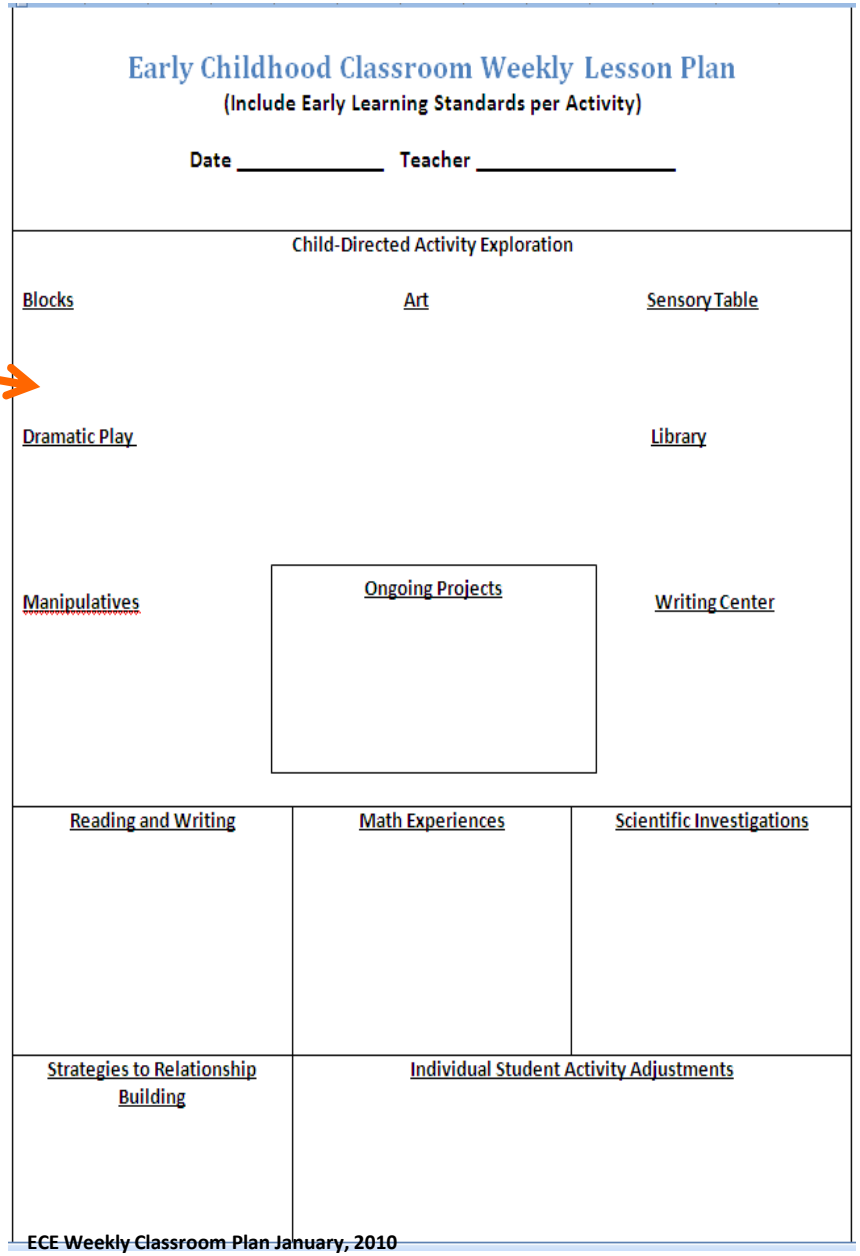
**Adapted from *Make Early Learning Standards Come Alive: Connecting Practice and Curriculum to State Guidelines* by Gaye Gronlund, 2006**

***To meet the math skill of measurement, we provide roads, ramps, balls, cars, marbles in the Block Center.***

# Intentionality

**Directs adults to implement activity**

**Focused child observations**



Early Childhood Classroom Weekly Lesson Plan

(Include Early Learning Standards per Activity)

Date _____ Teacher _____

Child-Directed Activity Exploration

| | | |
|---|---|---|
| Blocks | Art | Sensory Table |
| Dramatic Play | | Library |
| Manipulatives | Ongoing Projects | Writing Center |
| Reading and Writing | Math Experiences | Scientific Investigations |
| Strategies to Relationship Building | Individual Student Activity Adjustments | |

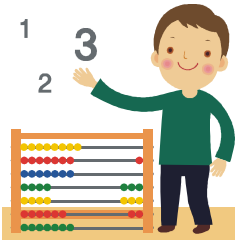
ECE Weekly Classroom Plan January, 2010

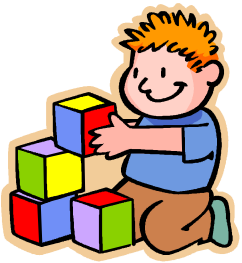
Adapted from *Early Learning Standards and Staff Development by Gaye Gronlund and Marlyn James, 2008*

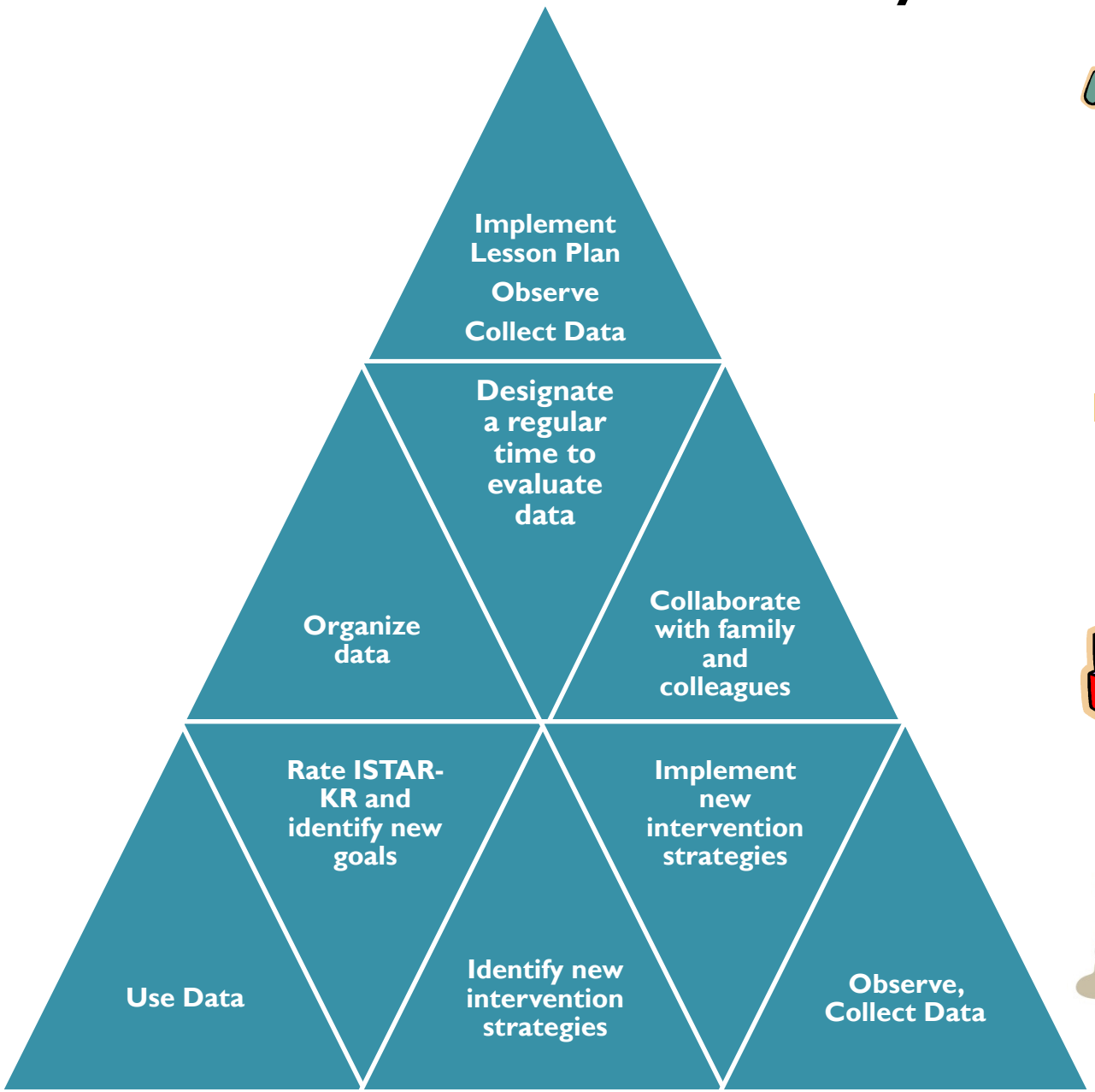
# Reflection

"In order to meet the skill/standard of ____,
**we** *[do/provide/encourage]* **this** *[activity]*"
____.

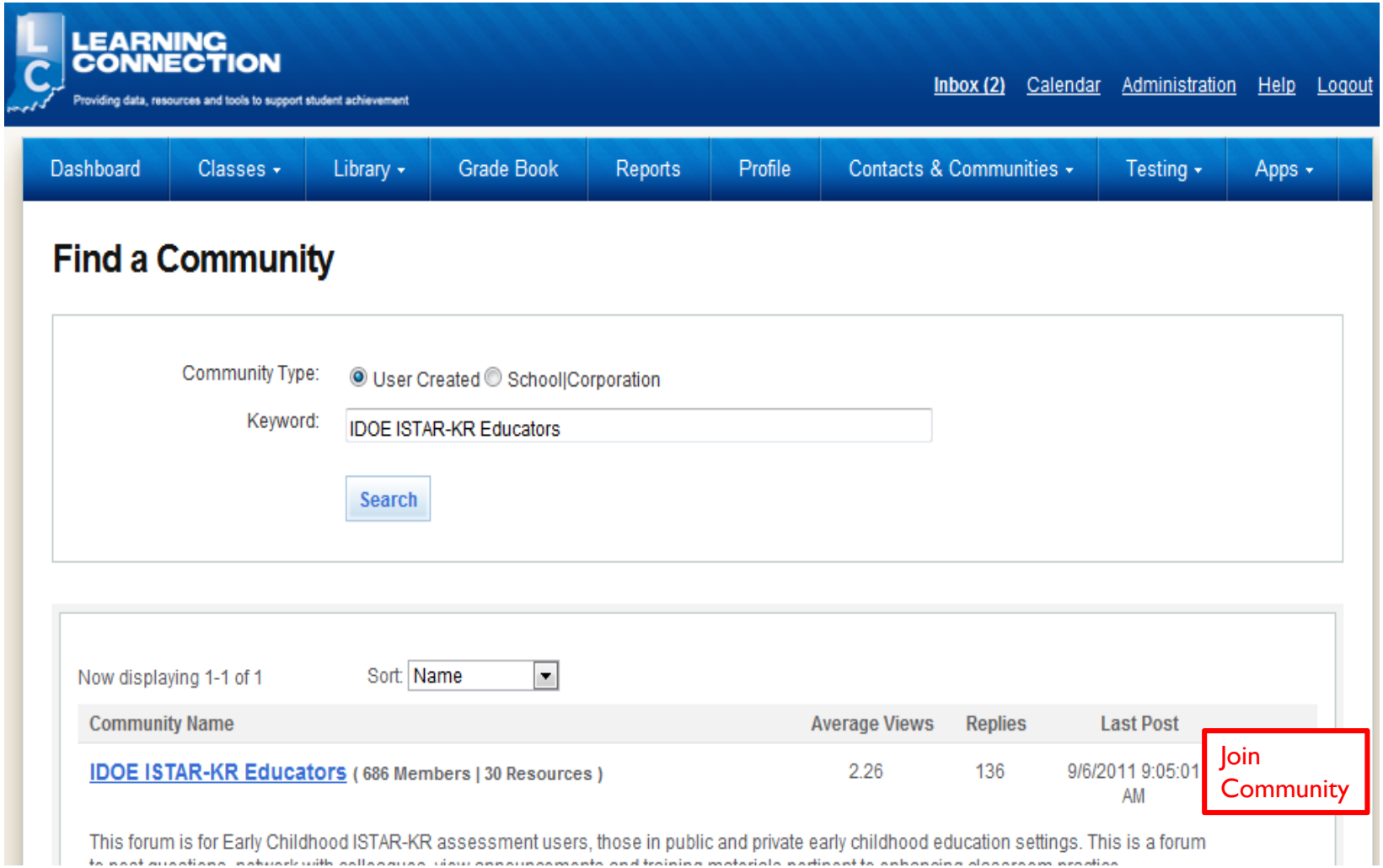
# Observation and Documentation System

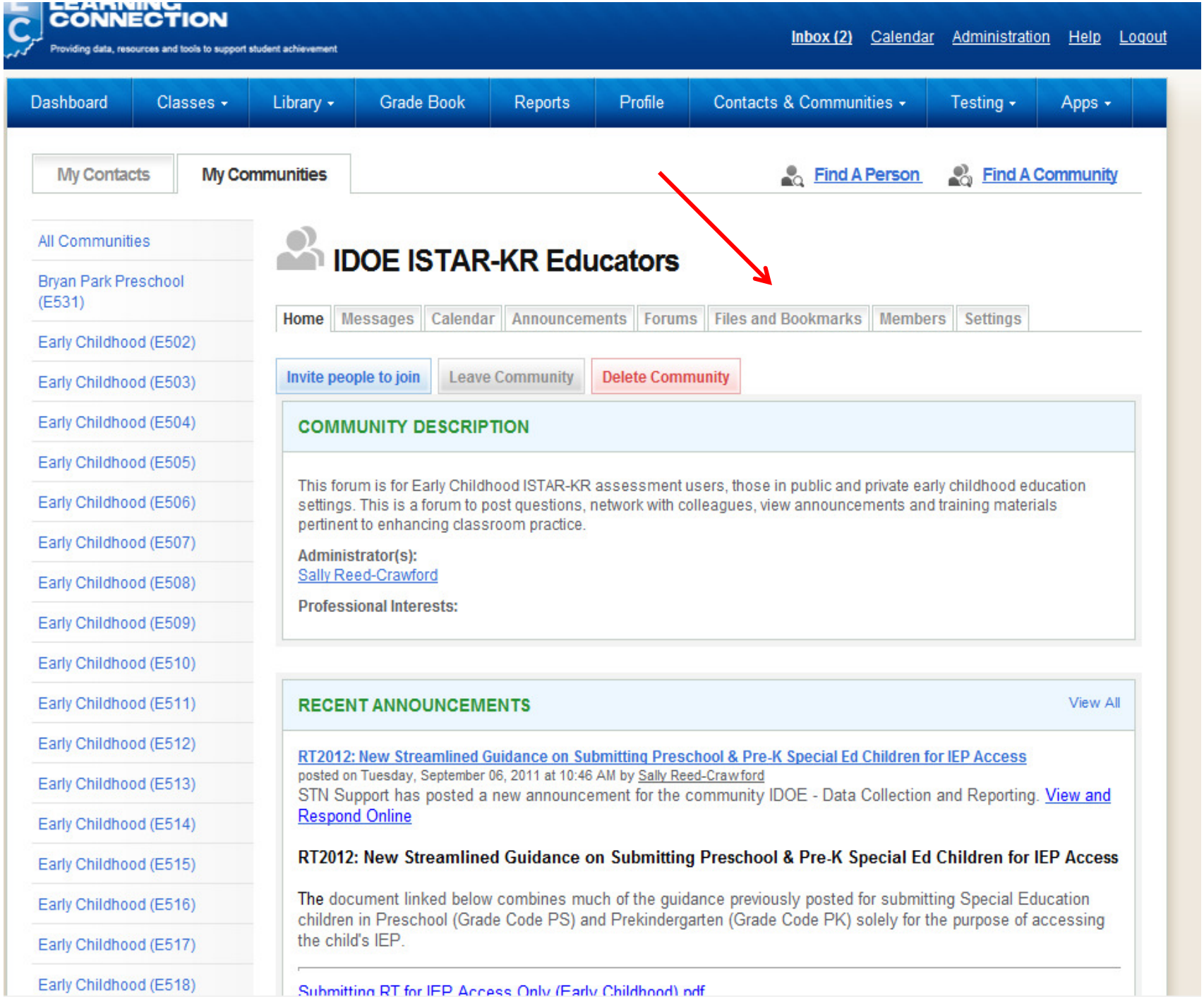




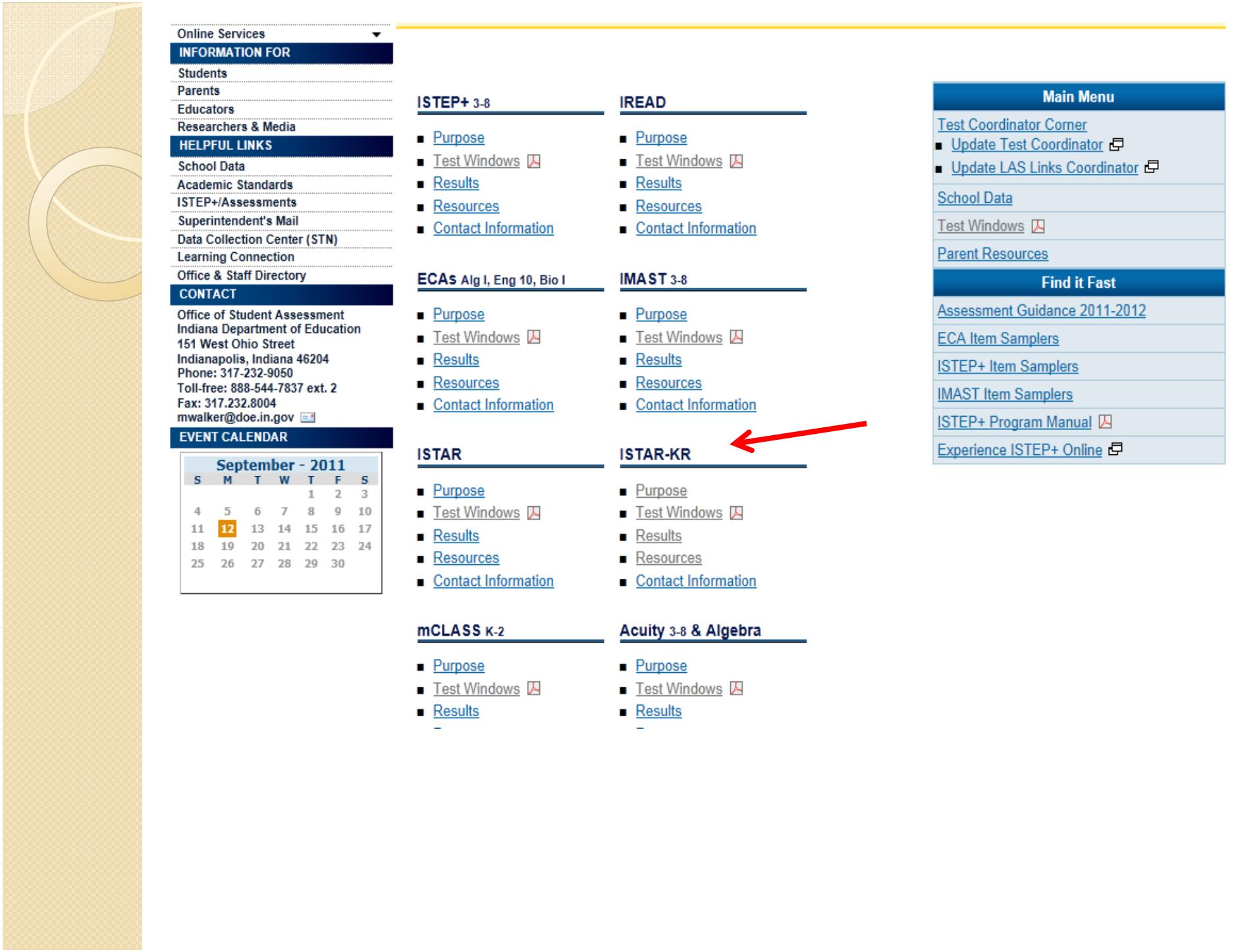


# Join IDOE ISTAR-KR Educators LC Community




CONNECTION
Providing data, resources and tools to support student achievement
Inbox (2) Calendar Administration Help Logout
Dashboard Classes Library Grade Book Reports Profile Contacts & Communities Testing Apps
My Contacts My Communities
Find A Person Find A Community
All Communities
Bryan Park Preschool (E531)
Early Childhood (E502)
Early Childhood (E503)
Early Childhood (E504)
Early Childhood (E505)
Early Childhood (E506)
Early Childhood (E507)
Early Childhood (E508)
Early Childhood (E509)
Early Childhood (E510)
Early Childhood (E511)
Early Childhood (E512)
Early Childhood (E513)
Early Childhood (E514)
Early Childhood (E515)
Early Childhood (E516)
Early Childhood (E517)
Early Childhood (E518)
IDOE ISTAR-KR Educators
Home Messages Calendar Announcements Forums Files and Bookmarks Members Settings
Invite people to join Leave Community Delete Community
COMMUNITY DESCRIPTION
This forum is for Early Childhood ISTAR-KR assessment users, those in public and private early childhood education settings. This is a forum to post questions, network with colleagues, view announcements and training materials pertinent to enhancing classroom practice.
Administrator(s):
Sally Reed-Crawford
Professional Interests:
RECENT ANNOUNCEMENTS
View All
RT2012: New Streamlined Guidance on Submitting Preschool & Pre-K Special Ed Children for IEP Access
posted on Tuesday, September 06, 2011 at 10:46 AM by Sally Reed-Crawford
STN Support has posted a new announcement for the community IDOE - Data Collection and Reporting. View and Respond Online
RT2012: New Streamlined Guidance on Submitting Preschool & Pre-K Special Ed Children for IEP Access
The document linked below combines much of the guidance previously posted for submitting Special Education children in Preschool (Grade Code PS) and Prekindergarten (Grade Code PK) solely for the purpose of accessing the child's IEP.
Submitting RT for IEP Access Only (Early Childhood).pdf

# Locate ISTAR-KR Resources


Online Services
INFORMATION FOR
Students
Parents
Educators
Researchers & Media
HELPFUL LINKS
School Data
Academic Standards
ISTEP+/Assessments
Superintendent's Mail
Data Collection Center (STN)
Learning Connection
Office & Staff Directory
CONTACT
Office of Student Assessment
Indiana Department of Education
151 West Ohio Street
Indianapolis, Indiana 46204
Phone: 317-232-9050
Toll-free: 888-544-7837 ext. 2
Fax: 317.232.8004
mwalker@doe.in.gov
EVENT CALENDAR
September - 2011
S M T W T F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30
ISTEP+ 3-8
Purpose
Test Windows
Results
Resources
Contact Information
IREAD
Purpose
Test Windows
Results
Resources
Contact Information
ECAs Alg I, Eng 10, Bio I
Purpose
Test Windows
Results
Resources
Contact Information
IMAST 3-8
Purpose
Test Windows
Results
Resources
Contact Information
ISTAR
Purpose
Test Windows
Results
Resources
Contact Information
ISTAR-KR
Purpose
Test Windows
Results
Resources
Contact Information
mCLASS K-2
Purpose
Test Windows
Results
Acuity 3-8 & Algebra
Purpose
Test Windows
Results
Main Menu
Test Coordinator Corner
Update Test Coordinator
Update LAS Links Coordinator
School Data
Test Windows
Parent Resources
Find it Fast
Assessment Guidance 2011-2012
ECA Item Samplers
ISTEP+ Item Samplers
IMAST Item Samplers
ISTEP+ Program Manual
Experience ISTEP+ Online

IDOE HOME
STUDENT ASSESSMENT HOME
About Us
Indiana Schools
Learning Standards
Student Testing
School Performance
Education Partners
Online Services
INFORMATION FOR
Students
Parents
Educators
Researchers & Media
HELPFUL LINKS
School Data
Academic Standards
ISTEP+/Assessments
Superintendent's Mail
Data Collection Center (STN)
Learning Connection
Office & Staff Directory

CONTACT
Office of Student Assessment
Indiana Department of Education
151 West Ohio Street
Indianapolis, Indiana 46204
Phone: 317-232-9050
Toll-free: 888-544-7837 ext. 2
Fax: 317.232.8004
mwalker@doe.in.gov

EVENT CALENDAR

September - 2011

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |



# ISTAR-KR Resources

### Frameworks/Manuals

- ISTAR-KR Parent Brochure
- Early Childhood ISTAR-KR Assessment Handbook
- ISTAR Administration Guide
- ISTAR-KR Teacher Step by Step

### Additional Resources

- ISTEP+ Program Manual
- Early Childhood ISTAR-KR Handbook WebEx
- Early Childhood ISTAR—KR Appendices
- ISTAR-KR On-line Modules

### ISTAR-KR Assessments (Print Version)

- Parent Instructions – Children in Special Education
- Parent Instructions – Community Early Childhood Education Programs
- English/Language Arts
- Mathematics
- Personal Care
- Physical
- Social-Emotional
- Glossary

### Performance Level Descriptors (PLDs) ISTAR-KR Early Childhood

- Positive Social-Emotional Skills – Outcome 1
- Acquiring and Using Knowledge and Skills – Outcome 2
- Taking Action to Meet Needs – Outcome 3

### Training Materials

- IAEYC 2011 Spring Conference: ISTAR-KR: Assessment Made Easy
- IAEYC 2011 Spring Conference: ISTAR-KR: Be a Star!
- ISTAR-KR Teacher Training WebEx PowerPoint

***Thank YOU!***

Questions:

scrawford@doe.in.gov

317 234-5596

# Resources and References


- *Desired Results Access Project,* Napa County Office of Education, Colorado; Larry Edelman, 2005; http://www.cde.state.co.us/resultsmatter/RMVideoSeries
- *The MisMeasure of Young Children: The Authentic Assessment Alternative;* J. Neisworth, S. Bagnato, Infants and Young Children Vol.1 17, No. 3, pp. 198-212, Lippincott Williams and Wilkins, 2004
- *Early Childhood Curriculum, Assessment, and Program Evaluation: Building and Effective, Accountable System in Programs Birth to Age 8, (2003),* National Association for the Education of Young Children (NAEYC), National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), Division for Early Childhood of the Council of Exceptional Children (DEC) 2007, www.naeyc.org
- *Promoting Positive Outcomes for Children with Disabilities, (2007),* Endorsed by NAEYC, *Division for Early Childhood of the Council for Exceptional Children*
- *The Power of Observation for Birth through Eight, 2nd Edition*

  *Jablon, Dombro, Dichtelmiller, 1999, 2007, Teaching Strategies*
- *Basics of Assessment: A Primer for Early Childhood Educators*

  McAfee, Leong, Bodrova, 2004, NAEYC

- *Focused Observations: How to Observe Children for Assessment and Curriculum Planning*

  Gronlund and James, 2005, Redleaf Press

- *Observing Young Children: Learning to Look, Looking to Learn*

  Video, L. Colker, Teaching Strategies

- *Professional Development: Study of the Child – Observation,* Magna Systems

- Kids Songs Volume 2, www.freemusic.com

- Indiana Standards Tool for Alternate Reporting - Kindergarten Readiness (ISTAR-KR), assessment matrices and Early Childhood ISTAR-KR Handbook,

  www.doe.in.gov

- Development Checklists Samples:

  www.earlychildhooddirectioncenter.org

  www.preschooleducation.com/tcheck3

  www.cdc.gov/actearly